

Conflict

STUDENT OBJECTIVES

- Identify conflict
- Analyze conflict

RESOURCES AND PREPARATION

You will need photocopies for students of:

- **Student Lesson Summary**, p. 46
- **Teaching Model**, “The Frog Who Wanted To Be a Singer,” p. 47
- **Practice Worksheets**, Levels A and B, pp. 48–49
- **Reteaching Worksheet**, p. 50

Teach

1. **Conflict:** Have students recall stories they have read and name the **conflicts**—or struggles that the main characters faced. List answers on the board. Explain that conflicts cause **tension** and **suspense**, because we want to see how the conflicts will be resolved.
2. **Teaching Conflict:** Distribute the **Lesson Summary**. Preview the **Academic Vocabulary**. Copy the following graphic organizer on the board. Explain that it shows the four types of conflicts that characters face in literature.
 - Point out that three of the conflicts—With a Force of Nature, With Another Character, and With Society—are **external conflicts**, while the fourth, **internal conflict**, is a struggle inside oneself.
 - Invite volunteers to suggest examples of each type, including the examples they brainstormed. List their suggestions in the appropriate quadrant of the graphic.

EXAMPLE

With a Force of Nature

With Another Character

Conflict

With Society

Internal Conflict

- Go over the **Here's How** steps in the **Lesson Summary**. Tell students that being aware of the conflicts in a story will help them better appreciate the work.
3. **Guided Practice:** Distribute the **Teaching Model**, and have students read excerpt from “The Frog Who Wanted To Be a Singer” by Linda Goss. Explain that the short story contains several examples of conflict. Ask the following:
 - What conflict opens the story? (*Frog wants to sing but lives in a society where frogs don't sing.*) What type of conflict is it? (*external conflict with society*)
 - What other conflicts develop as the Frog tries to pursue his goal of becoming a singer? (*Sample: He comes into conflict with his friends, who say he is crazy to want to sing; He also has a conflict with the birds, who ridicule his ambitions.*) What type of conflict are both of those? (*external conflicts with other characters*)

CONFLICT, CONTINUED

- What is the internal conflict Frog faces at the end of the excerpt? (*Sample: On the one hand, Frog wants to give up his singing ambition and so avoid more ridicule; on the other hand, he is determined to achieve his goal.*)

QUICK CHECK. Read each conflict below. Have students identify whether it is external or internal. If external, have them tell with whom or with what the character is in conflict.

1. A sixth-grader wants to stay at home during the summer. He argues with his parents who insist that he go away to summer camp. (*external conflict with characters, the parents*)
2. A young man is a witness to a crime. He knows he should report it to the police, but he is afraid to get involved. (*internal conflict*)
3. A family struggles to stay warm during a cold winter in a drafty, unheated farmhouse (*external conflict with a force of nature, the cold or the winter*)
4. A group of residents fight their city's plan to close down the local branch of their library. (*external conflict with society*)

Practice and Apply

Practice activities for conflict appear on pp. 48–49.

- Assign **Practice Worksheet A** to students who need more structured activities.
- Assign **Practice Worksheet B** to grade-level and above-level students.

Answer Key: Practice Worksheet A

1. a 2. d 3. b 4. c

Sample Answers: Practice Worksheet B

1. *With a sudden stumbling lurch, the bear broke through the window. Shards of glass flew everywhere. The bear was so close that Rose could smell him. Dialing 911 on her cell phone, Rose raced for the back door.*
2. *Should she tell Rose she couldn't make it and risk hurting her feelings? That didn't seem fair. But if she turned down Terri's invitation, she might never get another one.*
3. *"You did it on purpose!" Leni screamed, holding up the grass-stained shreds of her sandals. "I'll get you for this! I'm telling Mom."*
"Leaving them in the grass under the bush was plain stupid," replied Chico. "Why don't you ever use your brain?"
4. *"I guess I'll refuse to serve and go to jail," Noah told his parents. "I'd rather do that than leave my homeland and never see you again."*

Assess and Reteach

Use these guidelines to determine if students need the **Reteaching Worksheet**.

- **Practice Worksheet A:** Students should correctly identify three of the four conflicts.
- **Practice Worksheet B:** Students should correctly identify three of the four conflicts.

For students who need reteaching, review the **Student Lesson Summary**, focusing on the Example and definitions. Then have students complete the **Reteaching Worksheet**, p. 50.

CONFLICT, CONTINUED

Answer Key: Reteaching Worksheet

- 1. Force of Nature:** *Heavy rains delay the game and make the field muddy.*
- 2. Society:** *The rules of the league say all play must end at dark.*
- 3. Other Character:** *Tyrone's mean taunts cause a conflict between him and Evan.*
- 4. Internal Conflict:** *Evan debates whether he should quit the team; his love for baseball is in conflict with the frustrations he experiences trying to play the game.*